



N.B. This is a developing document text in italics will be updated termly. These writing units will be covered as a support and extension of the Read, Write, Inc scheme

Autumn Term					
Writing unit:	Poetry: Pattern and rhyme Block A	Setting descriptions Block A	Stories with familiar settings Block A	Instructional writing Block A	Shape poems and calligrams Block A
<b>By the end of this unit children will know:</b>	Rhyme adds musicality to poems  Patterns in poems give poems rhythm	A setting is the place where the action takes place  Features of a setting description	The component parts of a story  To check their writing for sense	The features and layout of instructional writing  How to write a set of instructions for something they have made	The style and format of shape poems and calligrams  Poems are intended for performance
<b>By the end of this unit children will be able to:</b>	Recognise words that rhyme  Count syllables in words	Choose vocabulary to describe a setting  Say a sentence aloud before writing it	Sequence sentences to tell a story  Use adjectives to describe a familiar setting	Use imperative verbs to write command sentences  Use a numbered list to order steps in their writing	Explain why a poem is presented in a specific way  Use a model to create a poem

## Spring Term

<b>Writing unit:</b>	Shape poems and calligrams Block B	Recount from personal experience Block A	Informal letters Block A	Poetry on a theme (nature) Block A	Stories with familiar settings Block B	Recount from personal experience Block B
<b>By the end of this unit children will know:</b>	The style and format of shape poems and calligrams  Poems are intended for performance	The terms sequence, chronological order and recount	The features and layout of an informal letter  How to organise ideas in a letter	The theme is the main idea of a poem  Poems can be written on similar themes	The component parts of a story  To check their writing for sense	The terms sequence, chronological order and recount
<b>By the end of this unit children will be able to:</b>	Explain why a poem is presented in a specific way  Use a model to create a poem	Explain events in the order that they happened  Write simple sentences to explain an event	Use a question mark accurately  Use the personal pronoun I accurately	Talk about the language in a poem  Write in a similar style to a poem	Sequence sentences to tell a story  Use adjectives to describe a familiar setting	Explain events in the order that they happened  Write simple sentences to explain an event

## Summer Term

Writing unit:	Poetry: Pattern and rhyme Block B	Informal letters Block B	Setting descriptions Block B	Poetry on a theme (nature) Block B	Instructional writing Block B
<b>By the end of this unit children will know:</b>	<p>A syllable is a single, unbroken sound in a spoken word</p> <p>A repeated pattern of the number of syllables gives a poem a rhythm</p>	<p><i>Explicit teaching of the grammatical structures and text conventions required</i></p> <p><i>Planning and execution of extended task</i></p>	<p>A setting is the place where the action takes place</p> <p>An adjective describes a noun</p>	<p>The theme is the main idea of the poem</p>	<p>The features and layout of instructional writing</p> <p>How to write a set of instructions for something they have made</p>
<b>By the end of this unit children will be able to:</b>	<p>Recognise words that rhyme</p> <p>Identify and count syllables in words</p>		<p>Choose vocabulary to describe a setting</p> <p>Use 'and' to join words and sentences</p>	<p>Read and discuss different poems</p> <p>Write a poem on a given theme</p>	<p>Use imperative verbs to write command sentences</p> <p>Use a numbered list to order steps in their writing</p>